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ABSTRACT

This resource catalog is intended for the use of teachers and school administrators who wish to implement a special remedial program in basic skills. The characteristics, objectives, and planning of such a program are discussed. Program focus, grade level, and components are described. Ordering information is included. (JD)

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"PULL OUT" PROGRAMS FOR
BASIC SKILLS INSTRUCTION

An Educational Products Information Booklet

Developed by:

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FLORIDA LINKAGE SYSTEM PROJECT
Office of Educational Dissemination/Diffusion
Florida Department of Education

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INTRODUCTION

On the following pages, you will be introduced to educational products which use the strategy of pulling the students out of the regular classroom for a brief time for intensive instruction. All of the products listed have demonstrated their effectiveness in field-testing. This means that if you implement the program as specified you can expect that your students will achieve in a manner similar to field-test students.

If you are receiving this package as a response to a stated problem, you will note that some product names have been checked. These products appear to match the situation you have described. Descriptions of checked products are included in this information packet. If you wish, you may request information on products not checked.

If you have requested general information on "pull out" programs, you will receive only this packet which lists products which use "pull out" as an instructional strategy. You may receive more specific information on any of the products listed by detaching the form on the last page, checking the name of the products for which you wish to receive more information and sending it to FREE, Office of Educational Dissemination/Diffusion, Florida Department of Education, The Knott Building, Tallahassee, FL 32304. The telephone number you may call collect is (904) 487-1078.

Be sure to state the name of the product for which you wish to receive more information, and the name of the packet in which it is listed. (The name of this packet is "PULL OUT" PROGRAMS FOR BASIC SKILLS INSTRUCTION).

"PULL OUT" PROGRAMS FOR BASIC SKILLS INSTRUCTION

When a school finds that part of its student population needs more intensive instruction to maintain grade-level achievement, one strategy that can be used successfully is to "pull" students from the regular classroom for 15-60 minutes and provide them with special intensive attention in skills learning. Thus, "pull out" programs are those instructional strategies which provide students with a time, a place, and special guidance so that they can learn skills needed for keeping pace with regular classroom activities. At the primary and elementary levels, scheduling "pull out" time often becomes a problem. At the junior and high school level, the "pull out" typically accounts for an entire period.

EFFECTIVENESS OF "PULL OUT" PROGRAMS

Classroom observations have shown that too often students spend only 3-5 minutes of class time engaged in learning skills objectives (Berliner and Rosenshine, 1977). The "pull out" program is designed to increase the time the student spends attending to basic skills learning. Since classroom activities are often designed for average students, the deficient student is unable to do what is asked because he lacks the necessary prerequisite skills (Gagné, 1974). "Pull Out" programs typically require the diagnosis of student abilities and prescriptive instruction which is aimed at building needed skills. Time and appropriate practice are the key factors which make "pull out" programs effective.

CHARACTERISTICS OF AN EFFECTIVE "PULL OUT" PROGRAM

1. The principal and/or a group of teachers decide on goals for the program. (Examples: All students will be able to compute combinations of 2 and 3 digit numbers for all four basic arithmetic operations. Students will read orally, with correct pauses and inflection, text that is rated third grade level.)
2. Using the goals as guidelines, the student population that is eligible for the program is defined. (Examples: students scoring below grade level on CTBS: Math computation. Students who are identified as stumbling oral readers of third-grade level text by their regular teachers.)

3. A skills continuum for the goal is defined and the steps for learning the skills identified. (Skills continuum may be adopted from already-developed sources.)
4. The principal and a group of teachers plans the implementation of the "pull out" program. Resources typically required are:
 - a. professional personnel, such as a coordinator or a subject matter specialist;
 - b. para-professional or volunteer aides or student tutors;
 - c. space for student-teacher interactions, for group activities, for storage of materials and records;
 - d. diagnostic instruments which can be used to identify specific skills that students lack;
 - e. instructional materials which provide step-by-step instruction and plenty of appropriate practice;
 - f. a record keeping system which displays student progress;
 - g. a regularly scheduled time for the student to leave the classroom, receive "pull out" instruction, and then return to the classroom.
5. The principal, "pull out" personnel, and regular classroom teachers plan a communication network so that necessary information about the student and instructional practices flows between the "pull out" personnel and regular classroom teachers.

PLANNING FOR THE ADOPTION OF A "PULL OUT" PROGRAM

1. Do the goals and target population designated by the school match those of the program?
2. Can the school or school district find the resources for the personnel, materials, space and equipment required by the program?

3. If the program does not provide guidelines for establishing communication between "pull out" personnel and classroom teachers, has the school developed a plan that includes when and where communication will occur and what the communication will be.
4. Have "pull out" personnel and classroom teachers worked out the student's schedule together? Has the "transition" time for the student been considered?
5. Has the school established some method for evaluating the success of the program in reaching its goals?

"Pull-Out Programs"

All of the programs listed here were developed at school sites and consistently demonstrate their effectiveness by increased student achievement on nationally recognized tests. At the present time, these successful programs receive federal funds to serve as demonstration sites. The developers of the programs are available to help other schools plan "pull out" programs similar to that of the demonstration site. The programs are categorized as: Reading Programs, General; Reading Programs, Secondary; Reading Programs, Elementary; Math Programs.

Reading Programs, General

ACADEMIC IMPROVEMENT THROUGH LANGUAGE EXPERIENCE

Target Audience: Students in grades 1-10 who score low on standardized tests.

Description: Following an educational assessment, the resource teacher and the classroom teacher work together to develop a personalized plan for the student and to arrange a time for him/her to leave the classroom. Scheduling is flexible, but typically the student receives 30 minutes of special instruction 4 days a week. The activities stress language use. Materials were developed specifically for the program and employ much student writing.

PROJECT CATCH-UP

Target Audience: Grades K-9

Description: This diagnostic/prescriptive laboratory program is designed to improve the achievement of students who test in the lowest quartile of reading or math skills. Laboratory teachers and classroom teachers work closely in planning instruction and arranging schedules so that regular reading or math classes are not missed.

CATCH UP-KEEP UP

Target Audience: Grades K-12

Description: While the reading specialist uses laboratory space, he/she also goes into the classroom approximately 50% of the time to work with reading groups, so that all students in the school are benefitted. Students in the laboratory can use games, activities, and special niches to work on prescriptions. Workshops and seminars for regular classroom teachers are part of the program.

FLAGSTAFF REMEDIAL READING PROJECT

Target Audience: Grades 2-9, low achievers on language-related SAT Subtests.

Description: This program provides students with an opportunity to set their own pace and select their own learning activities from a large array of learning materials. The reading objectives include decoding skills, comprehension, reading rate, vocabulary development and study skills..

IMPROVEMENT OF BASIC READING SKILLS

Target Audience: Grades 1-8, pupils below 50% on standardized test results.

Description: Reading centers, staffed by a reading teacher and aide, work with 10 to 12 pupils per period. After diagnosis, a "need sheet" is prepared for each student. The reading center staff and regular classroom teacher work together to reinforce classroom learning.

LEARNING TO READ BY READING

Target Audience: Non-readers, grades 4 to adult.

Description: A unique method of teaching reading to non-readers employs reading with symbols, play-reading, choral reading, read-along short stories, and filmstrips with captions. The regular classroom may be used, or the program can be operated in a reading center.

PROJECT READING IMPROVEMENT

Target Audience: Reading deficient students, grades 1-8

Description: A variety of activities are provided to keep student interest high. There are three student activity periods: small group work on word analysis, reading of specifically designated materials, and individualized seat work. In first grade, each student is paired with a tutor for intensive reading instruction.

READING-INDIVIDUALIZED REMEDIAL LABORATORIES

Target Audience: Grades 1-12

Description: Students progress continuously because, after their capabilities are diagnosed, they receive instruction focused upon their needs. Self-instructional materials are used, and emphasis is placed for inservice training on the use of individualized materials and student self-management techniques. A reading specialist and para-professional work in a reading center setting to diagnose, prescribe, and keep students on track. Student assignments are made once a year and students are enrolled in the lab for the entire academic year.

READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS)

Target Audience: Grades K-10, deficient readers

Description: The RIPPS project is a team approach involving classroom teachers, reading specialists, guidance personnel, special services, and parents, to improve the reading achievement and self-concept of disadvantaged students.

Student needs are diagnosed, and the team works to provide instruction that meets the diagnosed needs.

PROJECT CONQUEST

Target Audience: Students below grade level, grades 1-9

Description: Students' reading problems are diagnosed by a 17-step diagnostic procedure. Six students are assigned to one specialist and work individually for 45 minutes four days a week. Friday is game day and group activities are scheduled.

PRECISION TEACHING

Target Audience: Grades K-12

Description: Precision teaching is a program designed to keep students abreast of current class work. One minute testing and practice on specific skills are given daily. The student does not leave the classroom. Teachers manage the practices. The student keeps his/her own records of progress. If after 10 days, a student does not show gains he/she is referred to a resource room for additional, intensive practice. Any skills objective can be adopted to precision teaching. The project includes precision work sheets for reading, math, and spelling.

SEAPORT: STUDENT EDUCATION ASSURING POSITIVE ORGANIZED READING TECHNIQUES

Target Audience: Elementary Remedial Program, graded 1-6
Junior High Supplemental Learning, grades 7-9

Description: The Remedial Reading Program is conducted in a laboratory setting, but project teachers regularly consult with regular classroom teachers. Home visits to parents of remedial teachers are made to insure an awareness of the program and to identify reading opportunities which parents can provide their children. SEAPORT has flexible scheduling. Some scheduling permits SEAPORT teachers to give 30 minute lessons in the classroom to small groups. At other times, students work in the laboratory. At the junior high level, two 45 minute lessons per week are required: One in the classroom, the other in the lab. Students have the option of using the last period of the day as an additional laboratory period.

Reading Programs, Secondary

READING IMPROVEMENT PROGRAM

Target Audience: Grades 9-12, students reading one year or more below grade level.

Description: The reading laboratory stresses individualized learning of skills. Twelve students attend lab sessions daily for 50 minute sessions.

HIGHER HORIZONS 100

Target Audience: Reading deficient students, grades 7-10.

Description: Students who are 1-4 years below grade level in reading, enroll in the course for one school year. Counselors help the student identify weaknesses and remedy them. Reading problems in the content areas, social studies, science, and math, are also addressed. One counselor for 100 students is suggested by the project.

HIGH INTENSITY TUTORING (HIT)

Target Audience: Grades 6-8

Description: Teachers recruit tutors from grades 7-8 to work with sixth grade tutees. The tutors are also deficient, but should be approximately two years ahead of the tutee. Programmed materials are used, and the students calculate daily the number of correct responses. Tutees keep records of points earned in a bank book, and redeem points for tangible rewards. Tutors receive points for attendance. Reading scores of both tutors and tutees increase as a result of the HIT program.

IMPROVING ACHIEVEMENT THROUGH USE OF TEACHERS AND TEACHER AIDES

Target Audience: Students reading two or more years below grade level, grades 10-12 (can be adopted to grades 7-9).

Description: One-to-one teaching is given to students daily by adult aides. Instruction is based on student needs. Time for personal interaction is encouraged.

RIGHT TO READ: WILSON JUNIOR HIGH

Target Audience: Junior, Middle or High School Students

Description: Schools assess their students' capabilities and design an instructional program to fit needs such as increasing speed or comprehension. The "right to read" session is scheduled like any junior or high school course, so that enrolled students attend the class daily in a classroom with a teacher.

SECONDARY READING LAB

Target Audience: Students in Junior and High Schools

Description: After assessment, the student is prescribed individualized instruction that is provided in a laboratory setting. The reading lab teacher makes sure that students are progressing and provides encouragement and expert help. Aides help monitor the hard and software used in the lab.

COLUMBIA RIVER DEVELOPMENTAL READING PROGRAM FOR SECONDARY STUDENTS

Target Audience: Students in Junior and High School

Description: A developmental rather than remedial approach is taken to improve students' skills. Small groups are taught; students do their own record keeping. A reading media center is used once a week for high intensity practice. The program aims to improve reading speed, and increase comprehension and vocabulary.

UPSTAIRS SCHOOL

Target Audience: Deficient readers, grades 8-12

Description: Students spend one or two hours daily in a special center and receive intensive structured help in basic reading skills. Both teacher and students share the responsibility for materials, motivation, and classroom behavior.

Reading Programs, Elementary Grades

BASIC SKILLS IN READING (BASK)

Target Audience: Deficient readers, grades 1-6

Description: Students are diagnosed and computer-graded results identify weaknesses in readiness, phonics, structural analysis, comprehension, and study-reference skills. (Manual grading can be used.) Students work in small groups or one-on-one with the teacher to learn the identified skills.

DISCOVERY THROUGH READING

Target Audience: Under-achievers in reading grades 2-3

Description: Teachers work with two students at a 45 minute lesson twice a week. Teachers handle 30 students. Each student is diagnosed and provided with a task sheet which lists six specific activities to be completed by a student during each session. Each student charts his/her own progress.

EARLY CHILDHOOD PREVENTIVE CURRICULUM

Target Audience: High-risk students, grade 1

Description: An initial screening is given to first graders. Those who are identified as high risk children enter the ECPC Program. Learning Centers are established in the regular classroom that facilitate small group learning. Regular classroom teachers receive training in diagnostic teaching skills and individualizing instruction. Criterion-referenced tests keep students on track and continuously progressing. Paraprofessional aides share in the classroom activities.

HAWAII READING PROJECT

Target Audience: Students selected by the teacher, grade 3-6.

Description: Parents must agree to help students do homework and give their approval for competent behavior. Students have an individualized schedule and work in a resource room with flash cards, language machines, tape recorders, and cassettes. Academic and non-academic accomplishments are rewarded by several methods, including membership in special clubs or participation in privileged activities.

INTENSIVE READING INSTRUCTIONAL TEAMS

Target Audience: Pupils, grades 3-4, or 5,6 who are deficient in basic skills of reading and language.

Description: Forty-five students per team of teachers are selected for each 10-week cycle. The program concentrates on (1) decoding, (2) individualized reading, and (3) vocabulary and comprehension. Students move from one area to the next at approximately one hour intervals. IRIT teachers work with students all morning and spend the afternoon developing new instructional materials, record keeping, meeting with regular classroom teachers and participating in in-service training for teachers.

PERSONALIZED INSTRUCTION: A CLASSROOM TEAM APPROACH

Target Audience: Pupils, grades 1-6, scoring in lowest quartile in reading achievement.

Description: Specialists, working in a team relationship with classroom teachers and aides, devise instructional activities that relate to the pupil's characteristics and to the classroom instruction. Students are grouped (6 to 8 per group) and receive 20 minutes of regular instruction daily from the classroom teacher, 20 minutes of instruction from the specialist, and 20 minutes of reinforcement activities from the aide. Students are grouped by ability, and not by age, so one group may have students of several ages.

PROGRAMMED TUTORIAL READING

Target Audience: Students, grades 1-4, in the bottom quartile.

Description: Students use their regular basal text. The tutor follows exactly the instructions presented in the tutoring kit that specifies what and how to teach. Reinforcement and praise for success are essential parts of the instructional strategy. One unique strategy for feedback used by PTR is that tutors give a minimum of cues initially and then, if the student fails to respond correctly, provide more and more cues.

LEARNING TO READ THROUGH THE ARTS

Target Audience: Students, grades 4-6, who are reading at least one year below grade level and who are Title I eligible.

Description: Diagnosis, prescription, and correction of reading weaknesses form the basis of this program. Reading-oriented art workshops are held at established sites, focusing on dance, music, theatre, film crafts, etc. Field trips to museums and art shows are planned to enhance workshop learning.

TITLE I REMEDIAL READING PROGRAM

Target Audience: Grades 1-6

Description: Reading difficulties are diagnosed and an individualized, prescriptive approach is planned for each student. Students receive instruction at a reading center for one hour every other day.

TITLE I CORRECTIVE READING

Target Audience: Students, grades 2-6, referred by classroom teachers.

Description: Following diagnosis of reading needs, students are placed in a small group (4-8 students) with similar needs and receive prescriptive instruction. Small groups are not permanent but are formed according to the instructional needs of students. The skills learned are correlated to the basal text program. Parents serve as tutors and learn about reading in teacher-directed workshops.

PROJECT UNDERSTAND

Target Audience: Students, K-6, who score below the 40th percentile CTBS in reading or language arts.

Description: Participating students come to a center for 150 minutes of instruction per week. Students are seen on a one-to-one basis, if needed or in ad hoc groups of 2 to 5. Parental involvement is fostered. A part-time parent coordinator organizes parents whose activities center around the learning needs of students. In-service training for both parents and teachers is provided.

Math Programs

PROJECT CATCH UP

Target Audience: Grades K-9

Description: This diagnostic/prescriptive laboratory program is designed to improve the achievement of students who test in the lowest quartile of math skills. Laboratory teachers and classroom teachers work closely in planning instruction and arranging schedules so that regular math classes are not missed.

PRECISION TEACHING

Target Audience: Grades K-12

Description: Precision teaching is a program designed to keep students abreast of current class work. One minute of testing and practice on specific skills are given daily. The student does not leave the classroom. Teachers manage the practices. The student keeps his/her own record of progress. If after 10 days, a student does not show gains, he/she is referred to a resource room for additional, intensive practice. Any skill objective can be adopted to precision teaching. The project includes precision worksheets for reading, math, and spelling.

HIGH INTENSITY TUTORING

Target Audience: Grades 6-8

Description: Teachers recruit tutors from grades 7-8 to work with sixth grade tutees. The tutors are also deficient but should be approximately two years ahead of the tutees. Programmed materials are used, and the students calculate daily the number of correct responses. Tutees keep records of points earned in a bank book and redeem points for tangible rewards. Tutors receive points for attendance. Math scores of both tutors and tutees increase as a result of the HIT Program.

PROJECT UNDERSTAND

Target Audience: Students, K-6, who score below the 40th percentile (CTBS) in math.

Description: Participating students come to a center for 150 minutes of instruction per week. Students are seen on a one-to-one basis if needed, or in ad hoc groups of 2 to 5. Parental involvement is fostered. A part-time parent coordinator organizes parents whose activities center around the learning needs of students. In-service training is provided for both parents and students.

MATH LABORATORIES FOR DISADVANTAGED STUDENTS

Target Audience: Grades 5-8

Description: Each lab teacher has five classes of 25 students each. (Labs are equipped with calculators, tape recorders, commercial math kits.) Each student receives a specific schedule to follow and engages in appropriate instruction in five instructional techniques: individualized instruction, small group instruction, drill and practice, math lab activities, and games and puzzles. Each student progresses at his/her own rate. Teachers study the habits of the students in order to properly motivate pupils. The activities are success oriented, and a variety of activities are available.

PRE-ALGEBRA DEVELOPMENT CENTERS

Target Audience: Regular classes, grades 7-8 or remedial high school classes.

Description: The curriculum develops both computational and conceptual skills in five areas: ratios and proportions, fractions, decimals, per-cent, metric measures. The instructional techniques include direct instruction of small groups, reinforcement by lab activities, individualized practice of skills, and application of skills in a problem situation.

MATH - INDIVIDUALIZED REMEDIATION

Target Audience: Grades K-12

Description: A teacher and an aide work daily with 90 to 120 students in a specially-equipped classroom. Daily work consisting of 2 or 3 activities is prescribed after diagnosis. The teachers and aide monitor the student's progress and provide a supportive atmosphere so that continuous progress is made.

UPSTAIRS SCHOOL

Target Audience: High school students who need special instruction.

Description: Students enter, leave, return to the Upstairs School as they need. Teachers provide special instruction in basic skills using timed worksheets, special techniques and "thinking" exercises are stressed. An atmosphere which supports student achievement is maintained at the Upstairs School.

REFERENCES

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Helen Felsenthal, "Factors Affecting Reading Achievement," Publication No. CD-4. Philadelphia, Penn.: Research for Better Schools, Inc., January, 1978.

Robert M. Gagné, Essentials of Learning for Instruction. New York: Holt, Rinehart, and Winston, 1974.

PULL - OUT

PROGRAMS

SUB- JECT	AREA	GRADE LEVEL	PERSON- NEL				TIME FOR STUDENT SESSION (Minutes per day)	PROGRAM COMPONENTS						START UP COSTS PER PUPIL (approx.)
			COORDINATOR	SPECIALIST	PARAPROFESSIONAL	VOLUNTEER		DIAGNOSTIC TESTS	COMMERCIAL MATERIALS	PROJECT MATERIALS	RECORD KEEPING SYSTEM	MOTIVATIONAL	PARENTAL INVOLVEMENT	
Academic Improvement Through Language Experience	x		1-10	x	x		x	20-50	x	x	x	x	x	\$ 450.00*
Project Catch-up (b)	x	x	k-9	x			x	20-60	x	x	x		x	270.00
Catch-up - Keep-up	x		k-12	x			x	20-50	x	x	x	x	x	370.00*
Flagstaff Remedial Reading Project	x		2-9	x	x		x	30-55	x	x	x		x	325.00*
Improvement of Basic Reading Skills	x		1-8	x	/	/	x	30-55	x	x	x	x	x	330.00*
Learning to Read by Reading (b)	x		4-12		/	/		30-45		x		x		40.00
Project Reading Improvement (b)	x		1-8	x	x		x	45	x	x	x		x	40.00
Reading-Individualized Remedial Laboratories	x		1-12	x	x		x	flexible (50)	x	x	x			245.00*
Precision Teaching	x	x	k-12	x				1-10	x		x	x		18.00
Reading Instruction and Pupil Personnel Services	x		k-10	x	x			30	x	x	x	x	x	938.00*
Seaport	x		1-9	x	x		x	30-45	x	x	x	x	x	varied
Project Conquest	x		1-9	x	x		x	45	x	x	x	x		450.00

a= Eligible for State Adopter Grant
b= State Facilitator Aid Available
/ = either one or the other

* = Includes Costs of Staffing
and Administration

PULL - OUT

PROGRAMS

PULL - OUT PROGRAMS	SUB- JECT AREA		GRADE LEVEL	PERSON- NEL			TIME FOR STUDENT SESSION (minutes per day)	PROGRAM COMPONENTS						-2- START UP COSTS PER PUPIL (approx)		
	READING	MATH		COORDINATOR	SPECIALIST	PARAPROFESSIONAL		DIAGNOSTIC TESTS	COMMERCIAL MATERIALS	PROJECT MATERIALS	RECORD KEEPING SYSTEM	MOTIVATIONAL	PARENTAL INVOLVEMENT		SYSTEM OF COMMUNICATION BETWEEN CLASSROOM AND "PULL-OUT" PERSONNEL	
Reading Improvement Program	x		9-12	x	x		x	50	x		x	x				373.87
Higher Horizons	x		7-10	x			x	50-60	x		x	x				250.00
High Intensity Tutoring	x	x	6-8	x	x		x	30	x	x						150.00
Improving Achievement Through the Use of Teachers and Teacher Aides	x		10-12	x		/ /	x	50	x		x	x				225.00
Right to Read: Wilson Jr. High (b)	x		8-12	x				50-60	x	x		x	x			varied
Secondary Reading Lab	x		7-12	x	/ /		x	50-60	x	x		x		x		850.00
Upstairs School	x	x	8-12	x	x		x	1-2 hrs.	x	x		x	x			250.00
Columbia River Development Reading Program for Secondary Students	x		7-12				x	50-60	x	x	x	x	x			183.34
BASK: Basic Skills in Reading	x		1-6	x				30	x	x	x	x				401.20
Discovery Through Reading	x		2-3	x	/ /		x	45 (2 x wk)	x	x		x				20.00
Early Childhood Preventive Curriculum (a)	x		1	x		x			x	x	x	x			x	varied
Hawaii Reading Project	x		3-6	x			x		x	x		x	x	x	x	varied

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20

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and Administration

PULL - OUT
PROGRAMS

-3-

SUB- JECT AREA	READING	MATH	GRADE LEVEL	PERSON- NEL				STUDENT TUTOR	SPECIAL SPACE	SPECIAL EQUIPMENT	TIME FOR STUDENT SESSION (minutes per day)	PROGRAM COMPONENTS						START UP COSTS PER PUPIL (approx)
				COORDINATOR	SPECIALIST	PARAPROFESSIONAL	VOLUNTEER					DIAGNOSTIC TESTS	COMMERCIAL MATERIALS	PROJECT MATERIALS	RECORD KEEPING SYSTEM	MOTIVATIONAL	PARENTAL INVOLVEMENT	
Intensive Reading Instructional Teams	x		3-4	x					x		3 hrs/day 10 weeks	x	x		x		x	450.00
Personalized Instruction	x		1-6	x	x						60	x	x	x	x		x	418.00*
Programmed Tutorial Reading	x		1-4	x	/	/					15			x	x			200.00
Learning to Read through the Arts	x		4-6	x	x				x		3+ hrs/wk	x	x	x	x	x		342.00
Title I Remedial Reading	x		1-6	x	x				x		60/every other day	x			x			281.23
Title I Corrective Reading	x		2-6	x		x			x		35-45	x	x		x	x	x	400.00*
Project Understand	x	x	k-6	x	x				x		30		x	x			x	varied
Math Laboratories for Disadvantaged students (b)		x	5-8	x	x				x	x	60		x	x	x	x		65.00*
Pre-Algebra Development Centers		x	7-8R	x					x		50-60 flexible	x	x	x	x	x		6.20
Math-Individualized Remediation		x	1-12	x	x				x		50	x		x	x			245.00*

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"PULL OUT PROGRAMS FOR
Basic Skills Instruction

To receive more information, check the name of the selected product(s) on this sheet. Detach, fold so that the address shows, and mail.

READING PROGRAMS - GENERAL

- ☐ Academic Improvement Through Language Experience.
- ☐ Project Catch-Up
- ☐ Catch Up - Keep Up
- ☐ Flagstaff Remedial Reading Project
- ☐ Improvement of Basic Reading Skills
- ☐ Learning to Read by Reading
- ☐ Project Reading Improvement
- ☐ Reading-Individualized Remedial Laboratories
- ☐ Reading Instruction and Pupil Personnel Services (RIPPS)
- ☐ Project Conquest
- ☐ Precision Teaching
- ☐ Seaport: Student Education Assuring Positive Organized Reading Techniques.

READING PROGRAMS, SECONDARY

- ☐ Reading Improvement Program
- ☐ Higher Horizons
- ☐ High Intensity Tutoring (HIT)
- ☐ Improvement Achievement Through Use of Teachers and Teacher Aides
- ☐ Right to Read: Wilson Junior High
- ☐ Secondary Reading Lab

NAME: _____
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READING PROGRAMS, SECONDARY (Continued)

___ Columbia River Development Reading Program for Secondary Students.

___ Upstairs School

READING PROGRAMS, ELEMENTARY GRADES

___ Basic Skills in Reading (BASK)

___ Discovery Through Reading

___ Early Childhood Preventive Curriculum

___ Hawaii Reading Project

___ Intensive Reading Instructional Teams

___ Personalized Instruction: A Classroom Team Approach

___ Programmed Tutorial Reading

___ Learning to Read Through the Arts

___ Title I, Remedial Reading Program

___ Title I, Corrective Reading

___ Project Understand

MATH PROGRAMS

___ Project Catch-up

___ Precision Teaching

___ High Intensity Tutoring

___ Project Understand

___ Math Laboratories for Disadvantaged Students

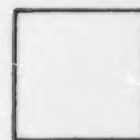
___ Pre-Algebra Development Centers

___ Math - Individualized Remediation

___ Upstairs School

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